DOCUMENT RESUME

ED 046 361 HE 001 958

AUTHOR	Brooks, Glenn
TITLE	[The Long-Range Plan for Colorado College.]
INSTITUTION	Colorado Coll., Colorado Springs.
PUB DATE	69
NOTE	56p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Development, Educational Innovation, *Educational Planning, *Higher Education, Master Plans, *Planning, Schedule Modules
IDENTIFIERS	*Colorado College

ABSTRACT

This is a series of 3 reports to the Colorado College faculty and administration on a long-range plan. The first report deals with some of the technical features of a modular course plan, mainly: (1) the construction of a modular schedule, (2) registration and enrollment procedures, and (3) campus space and fixtures. The second report contains a specific proposal for a new academic program, including the background of the proposal, details of the course format, recommended calendar, teaching load and student course load. The third report deals with non-academic aspects of the Plan, including campus design, cultural, recreational and athletic programs, residence halls, and administrative offices. This report also discusses procedures for getting the Plan into operation. (AF)

ED046361

[THE LONG-RANGE PLAN FOR COLORADO COLLEGE.]

This is a series of three reports to the Colorado College faculty and administration prepared during the summer of 1969. The first deals with some of the technical features of a modular plan; the second makes a specific proposal for a new academic program; the third deals with non-academic aspects of the proposed plan.

Although many of the details discussed herein were changed in the final form of the Colorado College Plan approved on October 27, 1969, these reports remain a useful explanation of the background and rationale that led to the formulation of the new program.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HE 001 958

THE PRESIDENT'S OFFICE

MEMORANDUM TO: All Faculty

FROM: Glenn Brooks, Faculty Assistant to the President

July 21, 1969

This is the first in a series of three summer reports to you on the recommended outlines of the long-range plan for Colorado College. This report deals with some of the technical features of a modular course plan, mainly, 1) how we could construct a modular schedule; 2) registration and enrollment procedures;and 3) campus space and fixtures. A second report will make recommendations for a specific course plan, after we have had more time to survey faculty opinion. A third report will examine financial and non-academic features of the long-range plan. These reports should give us a basis for further discussion at the Fall Faculty Conference and in faculty meetings during the Fall Semester.

The message in this report is simple enough: a modular course system is technically possible if we want to have one. We conducted studies and experiments in the Planning Office, met with consultants, and talked at length with people in administrative offices who would be responsible for the mechanics of such a plan. We are convinced that there is no technical barrier to its successful operation. This is not to say there are no problems; there are plenty. But they can be surmounted.

THE CONSTRUCTION OF A MODULAR SCHEDULE:

As you recall, the idea for a new course plan grew out of last Fall's review of the academic program, in which we found that students and faculty

HE 001 958

alike were torn by conflicting demands and insufficient control over their schedules. To remedy this we developed a trial course arrangement permitting us to offer single courses, interdisciplinary courses, and groups of dissimilar courses of varying length.

The faculty produced a mock-up of one course plans, using three-six-and nine-week blocks of time. (We are studying alternative time units in preparation for the second report to you.) Your individual mock-ups were then cast into a Master Schedule, exactly as you had submitted them. The Planning Office made no effort to rearrange courses, leaving them more or less randomly displayed. We assumed that this random arrangement would be the most difficult and complex of all modular schedules, since it reflects very little effort at coordination between departments.

The Planning Office then asked students to try to draw up a full year schedule from the mock-up, approximately following their regular course plans for next year, and respecting departmental and all-College requirements. One hundred thirteen students (about 7% of the student body) participated. They were a fairly representative sample of classes and majors. Virtually all of the students were able to pick out a schedule that was satisfactory to them. The main problems arose in the sciences, where under the random arrangement, some required courses were offered at conflicting times. As we studied these conflicts, we were satisfied that they could be resolved in practically every case by coordination between departments. Some science students also felt burdened by the demands the major placed upon their time. On the whole, however, favorable student comments out-weighed negative reactions in all areas of the College. They seemed to like the variety and the chance for study in depth that the mock-up afforded them.

A weakness in the student experiment should be noted: it contained no limits on course enrollment. Presumably some of the students who worked out a satisfactory schedule in the experiment would be disappointed in a regular registration. We did not try to predict or control enrollment because the margin of error in any statistical tests would have been too great. Yet the experiment taught us several valuable lessons about steps to take in the construction of a working schedule if we adopt the modular plan. These are:

A) Courses of varying length and format can be run simultaneously. There is no compelling reason, in other words, to put all short courses into one part of the year, all medium courses into another, and all long courses into still another. In the mock-up, the faculty designed 504 three-week courses, 235 six-week courses, 44 nine-week courses, and 2 twelve-week courses spread throughout the year. If we can maintain this mixed-length arrangement it will provide more variety for students and faculty and permit departments to plan their courses to take advantage of seasonal conditions. (For example, biologists might prefer some short field courses in the Spring, while political scientists would like to have internships during the Fall elections.)

B) It will be most important for departments to provide a proper sequence in required courses and to make sure they do not overlap in time. This is relatively easy to accomplish within a department, but it will require extra effort in cases where one department requires its majors to take a course from another department.

C) An operating schedule must also have a distribution of freshman, sophomore, junior and senior courses throughout the year. In the random mock-up, this distribution was not perfect but it was adequate for the

students in the experiment.

D) A schedule should offer approximately the same number of courses throughout the year, although we can plan for reduced numbers of courses before and after vacation periods, when both students and faculty tend to take their free blocks of time. As long as the students and faculty want to get away at roughly the same times, some variation in the total number of courses in a given time period will present no major problem. For example: In one time period in October 110 courses were offered, but in May there were only 91 because many faculty chose that time to be off. Students also picked the May block as their most common time off, but at other times of the year there were some differences between student and faculty preferences for free time.

E) Our studies turned up no necessary reasons to abandon all-College requirements in a modular plan. If we assume that a week's work under such a plan is roughly the equivalent of a credit hour under the present system, students in the experiment could fulfill their general requirements with no major difficulties. Some science departments might prefer to relax the rule limiting a student to 44 hours in his major, but this would not be a condition of switching to the new plan.

In a search for criticisms of the modular plan we sought the advice of two men who have had considerable experience with complex scheduling. Mr. Bob Cope is Director of Institutional Research at the University of Massachusetts, which has been one of the national leaders in computer scheduling. Mr. Cope believes there are no major technical obstacles in our approach (he considered it a relatively simple problem in comparison to ones he faces at a large university.) We also asked him whether a computer would be necessary to work

out the schedule. At a later date, he said, we might find it more convenient to put the operation on a computer, but he advised against it now.

Dr. Thomas Mason, Director of Institutional Research at the University of Colorado, confirmed Mr. Cope's judgment when he visited here in May. We went over the mock-up with him in detail. He is presently working with a colleague at the University of Rochester on a computer-based study of simulated complex schedules. He is interested in studying our modular plan as part of his larger research project. This might help us without involving our own staff in highly technical computer analysis.

REGISTRATION AND COURSE ENROLLMENT IN A MODULAR SCHEDULE

One of the greatest advantages of the new course plan is that it would drastically reduce average class size. We suffer presently from large classes because students take four to six courses at a time while the faculty teaches only three. This inflates class size to numbers far above the actual student-faculty ratio. In any of the trial versions of the new course plan, students would not take any more courses than the faculty taught. This automatically reduces the average class size to the true student-faculty ratio of roughly 15 to 1. There seemed to be widespread agreement in the academic reviews last semester that it was essential for us to deliver on our promise of small classes, both for the educational benefits to the student and the continuing sanity of the faculty. Short of a vast increase in faculty size, a course plan that establishes parity between the number of courses a student takes and the number a faculty member teaches is the only way to reduce class size significantly.

Although the Plan would improve average class size, it would not automatically solve the problem of large classes in certain courses. The

General Chemistry course, for example, is one in which demand for the subject will probably not drop appreciably if we switch to the new course plan, since several departments require the course. Introductory American Government, on the other hand, could expect smaller enrollments since it is often taken as an optional course. It will not be possible to predict changing enrollment patterns until we have a full-dress registration. Meanwhile, the Planning Office has three recommendations concerning the management of class size under the new course plan:

1) Assuming average course sizes of 15 (in comparison to present averages of over 25), we should make every effort to maintain small classes--say with a rough upper limit of 20 or 25 as the general rule.

2) In certain service courses for which there is heavy student demand, it may be necessary to make exceptions and allow large enrollments. Otherwise, a department would have to repeat the course many times in order to meet the demand, thereby crowding out other important courses that should be offered. Excessive repetition of courses would also be wearing on the faculty. In the relatively few courses that might have large enrollments, we should try to give the faculty member all the assistance he needs in order to do an effective job. These courses should be designated in advance by the department and planned accordingly. We do not want to let courses get big by accident.

3) A modular course plan would permit us to offer many courses with small enrollments without causing other courses to be excessively large. Figuratively speaking, with the present average of 25, a class of 10 students forces another class to have 40 students. With the reduction in average size

down to 15, a class of 10 would be offset by a class of 20. In the main, we should consider these especially small classes an asset rather than a liability. They may be the occasions for unusual student awakening. Once in a while a course may have no students enrolled, permitting the faculty member to help out in other courses or to further his own professional development.

Recognizing the virtues of small classes, we can still do several things to maintain a balance in class size. When a professor has several courses that promise to have very small enrollments, and when he feels that they do not need to be taught as separate entities, he may decide to combine the courses into a general tutorial or directed readings course. For example, if a professor had light enrollments in two courses he had previously taught, he might be inclined to combine them and teach them tutorially. On the other hand, if he were teaching new courses, he might prefer to keep them separate so that he would have sufficient time to devote to preparation. In still other cases a professor with only a few students in a course might be willing to take on several independent study students to even out the load on his colleagues with larger classes.

In short, the great majority of courses should stay within a rough minimum and maximum range. For certain large courses where there is no ready way of reducing enrollment and where the subject can be taught satisfactorily in large classes, we would continue these classes as an honest departure from the norm. Very small courses could be taught tutorially along with other subjects if the courses were amenable to such an approach.

The prediction and control of enrollment under a modular course plan will depend heavily on registration procedures. The first two or three years of

experimental operation will require quite a bit of flexibility and good humor, because it is reasonable to expect some shifting around in the course schedule.

We have talked with Mr. Polk and outside consultants about registration techniques to use in the transitional period. Faculty colleagues have offered a number of valuable suggestions. The approach that seems to be most workable is not overly complicated. Let us say that the faculty approved a new modular plan in the Fall of 1969. Late in that semester the faculty would prepare a list of courses (not a formal schedule) they would be willing to offer in the 1970-71 academic year. This list would be based on reasonable estimates of what the faculty could fit in to a modular schedule. In January 1970, at the beginning of the Spring Semester, we would ask students to select their course preferences for the coming full year (note that we assume full-year registration rather than single-semester registration, with some provision built in for adjustments in the students' schedule along the way. This would be an important aid in planning for students and faculty alike). This statement of preferences would not be binding on the faculty, but it would be a basis for working out the definite modular course schedule in February. It would give us fairly reliable enrollment predictions and would be a valuable means of reducing course conflicts. As Werner Heim notes: "If, for example, the Biology Department know that 87% of the students wishing to take Biology 103 also wanted to take Chemistry 103, but that only 2% want Religion 127, then, in a conference between Chemistry and Biology a non-interfering time for Biology 103 and Chemistry 103 could be picked, but Biology would know that it need not worry about interference between Biology 103 and Religion 127."

Using the data on student preferences, we could then work out a

definite schedule of courses with stated limits on enrollment in each course. In April, students would pre-register for courses in approximately the same manner they do now. Under the present pre-registration system, students find that courses are closed to them, or that they have course conflicts. Almost certainly these same problems would arise under the new course plan. Presently, most of these cases are resolved by the students and their advisors in follow-up conferences. A similar procedure would take care of most of the difficulties under the new course plan. But it would be judicious to assume that there may still be cases in which students simply cannot resolve a conflict or get into a regular course. The new course plan offers some alternatives that are not now available. First, the student could declare an off-period during the time that he has the conflict (students, like faculty, will be able to take off a certain number of weeks during the regular academic year and still make normal progress toward their degrees). Second, he could sign up for an independent study course, on or off campus, with the consent of an instructor. Thirdly, the student might be able to enter an ACM off-campus program, or attend another ACM institution during this time.

Scheduling and registration under the modular scheme could be done eventually by computer, but during the experimental period I think it would be sensible to continue with simpler hand and tabular-machine methods. Until the details of the operation are more thoroughly defined, a computer might be costly and time consuming.

PHYSICAL FACILITIES FOR THE MODULAR PLAN

The new course plan would involve a shift from the conventional classroom, with bells ringing every hour and students shifting from place to place, to a "course room" which the teacher and students could use as they

saw fit for the entire period of their course. In this room they could set up furniture and equipment to suit their needs and leave their materials in place. In some cases, subject to security conditions, it might also be possible for students to have keys to the course rooms so that they could have around-the-clock access.

We have made a complete survey of all space in the College that might be used for course rooms, and we have concluded <u>there is now sufficient space and furniture to convert the entire College to an experimental phase of the new plan without major remodeling</u>. (Some modifications of laboratory space are probable exceptions.) Both financially and academically it seems sensible to test the plan for a few years before we consider major investments in remodeling to provide more satisfactory course rooms. We may eventually want to sub-divide several large classrooms, for example, but in the experimental phase this will not be necessary.

The maximum number of courses offered at one time in the mock-up schedule was 110. In certain cases teachers would require more than one room. Some professors, on the other hand, would prefer to meet small classes in their offices or in their homes, (independent studies, tutorials and off-campus classes further reduce this number). For planning purposes, however, we have assumed that the College might require as many as 120 spaces at one time, a figure that is probably ten spaces higher than the actual maximum count. Here is a summary of the location of spaces readily convertible to course rooms without dispossessing anyone or remodeling:

Palmer Hall	43	
Armstrong Hall	21	
Olin Hall	18	(A composite figure based on
Art Complex	4	discussion with faculty in
Tutt	4	Olin)
Cutler	5	
Mathias	4	

Jackson	4
Other	10 (Cossitt, Haskell House, Max Kade, Montgomery, Mullett, PACC, Shove, Ticknor)
TOTAL	113

If additional spaces were needed they could be selected from other rooms in classroom buildings and residence halls. Or, we could designate a few dormitory rooms as courserooms. Either way, there appears to be no major difficulty in locating enough rooms for the Plan to be put into effect.

By using armchair desks as well as tables and chairs, we can seat all students in the course rooms. Ideally, it would be nice to have seminar tables and chairs in all rooms, but any long-range change-over in furniture should be part of a general remodeling plan at the end of the experimental period.

If you have any suggestions about the details in this report, I would appreciate it very much if you would let me hear from you soon. The second report on a specific plan should be on its way to you shortly.

Sincerely,

Glenn Brooks

GB/dq

THE PRESIDENT'S OFFICE

MEMORANDUM TO: All Faculty and Administration

FROM: Glenn Brooks, Faculty Assistant to the President

August 4, 1969

This second report on the long-range plan of Colorado College contains a specific proposal for a new academic program. It is based on Planning Office research and extensive discussions with faculty, students, and administration about the merits of various course plans. A final report on non-academic features of the plan should reach you before the Fall Faculty Conference on August 30.

First, to summarize the proposal: the Planning Office recommends a modular course structure with units of three, six and nine weeks set in a 33 week academic calendar. Within those time units, principal courses would be offered in three different formats: first, single courses taught by one professor working with a small group of students; secondly, interdisciplinary courses involving up to three professors and a correspondingly larger number of students; and thirdly, extended nine-week half courses for subjects that are not amenable to intensive study. Under the half-course arrangement, a faculty member would teach two sections of a more moderately paced course for the last nine weeks in the fall semester. Students would sign up for any two half courses available during that period.

Students would take and the faculty member would teach only one principal course at a time. Each course would have an assigned courseroom to use. Within each course, the professor would set the daily meeting times. By general understanding, morning and early afternoon hours would be available for principal course activities. This does not mean, however, that a professor

would necessarily meet his class for any fixed number of hours or class periods per day. The schedule could be quite varied, according to the changing needs of the course.

A professor typically might teach for six weeks in a single course, where he would work alone with a group of, say, fifteen students. The students would have no other principal course commitments for that period. Then he might teach two sections of an extended half course for the remainder of the fall semester. For that time, his students would take another half course along with his. In the first half of the spring semester he might work with two other colleagues in an interdisciplinary course, then finish off the year with six weeks of tutorials and three weeks of unscheduled time.

In addition to the three types of principal courses--single courses, interdisciplinary courses and extended half courses, we would offer certain adjunct courses such as Dance, Music Studio and Choir. A student could take one of these along with his principal course.

A faculty member would be asked to teach 30 out of 33 weeks during the year. Within those 30 weeks he could also designate six weeks of his courses as independent study, independent research, or tutorials. Such courses should be approved by the Dean and the Department. During those courses he would work informally with an appropriate number of students but would not be expected to teach a conventional course.

Students would be asked to take 120 weeks of course work for graduation and to make normal progress toward the degree by taking 30 weeks of work per year. These weeks could include blocks of independent study or research to parallel the faculty offerings.

This proposal differs in two main ways from the mock-up we did last

spring. First, it provides for adjunct courses which a student could take along with his principal course. Second, it gives greater latitude to the faculty in planning teaching arrangements during their 30 weeks of obligated teaching time. Under the mock-up, as you recall, faculty members were asked to plan a flat 30 weeks of conventional course offerings.

BACKGROUND

Before going into greater detail about this specific proposal, allow me to review the reasoning behind it. The department-by-department academic program review last fall revealed a striking agreement among students and faculty about our basic purposes. Virtually everyone who expressed an opinion believes that Colorado College should remain a liberal arts institution. We seek to maintain a first class environment in which students learn to make responsible choices and prepare for a lifetime of learning, both personally and professionally. Within this environment, we try to provide five essential experiences:

1) To provide a pertinent body of knowledge, both general and specialized, that will help a person live an interesting and productive life. This is the scientia in our emblem. Our review indicated that the body of knowledge we offer is in fairly good shape. Our curriculum is advanced and balanced and few of us seem to feel that there are serious gaps in our current offerings.

2) To enhance disciplined thought and work. That is, to develop in our students--and to refine in ourselves--the capacity for clear thinking and creative achievement. This involves the concept of disciplina in our emblem. We seem to agree that a student should have a balance of general liberal learning and fairly rigorous instruction in a particular field of knowledge. There is little support for the idea of abandoning majors or of going over to a Great Books version of liberal education.

3) To provide opportunities for significant commitment for our students and ourselves. We want students to become deeply enough involved in work to experience the benefits of steady absorption in intellectual activity. We also want to provide opportunities for involvement in social, political, scientific and artistic activities outside the classroom.

4) To provide opportunities for creative leisure. As believers in the liberal arts we seek not only the opportunity for intense work but for reflection, recreation, physical fitness, cultural enrichment and social activity.

5) We seek to provide a community which undergirds and strengthens all experiences available in the College. In the simplest sense we want our students to learn how to live together. We recognize that if people can learn how to maintain an effective community at Colorado College, they will be better prepared to manage the crucial difficulties in our cities, our nation and in global society.

Happily, then, we are united on our central purposes. We also seem to agree that there is no fundamental deficiency in ourselves or in our resources as an institution. Yet we share a concern that something is wrong and that we need to do a much better job if we are going to cope with the demands of the next few decades. What are our strengths? What are the roots of our concern?

Our foremost strength is an able and dedicated faculty. Yet again and again in the academic program review it became evident that the faculty feel harrassed, fractured, and enmeshed in busy work. We sense heavy pressure without the corresponding sense of higher performance. With notable exceptions there is strong feeling in our ranks that we are not growing professionally because of

conflicting and incoherent demands that are placed upon us. To put it bluntly, in five years we may not be as good as we are now, either as professionals or as teachers.

In our classes we jump from subject to subject and room to room without having time to catch our breath. More than we choose, many of us are heavily and sometimes profitlessly engaged in administrative work. We find ourselves discussing committee business with our colleagues rather than central questions of learning. In our courses we sometimes "cover the material" as a kind of consolation prize for ourselves and our students, knowing that we could have done more. Faculty-student relations are confined either to a formal classroom situation, or to casual socializing. We really do not have an arrangement that permits us to work with them in imaginative and satisfying ways.

In short, we know that our faculty is good, but we must find ways of ensuring that it remains so and gets better. That must be a central objective of any new academic plan.

A second important strength of our College is the interesting and selective student body. Yet even more than the faculty our students are torn by conflicting demands which frequently force students to withdraw from intensive academic work into a cool state of disengagement. Most of them come to Colorado College brimming with ability and eagerness but many are beaten down by a system that perpetuates what they have done in high school and leaves them with an inadequate sense of accomplishment. It is not that students are incapable of taking pressure. As long as the demands are coherent, students can handle immense quantities of work. When the pressure comes from many directions the student feels drawn and quartered to a point at which he withdraws to the perimeter of academic life or drops out altogether. The student who is particularly unsettled by the present academic format

is the reasonably able but not brilliant student who takes us seriously, who tries to write all of his papers and meet all of his classes until, in desperation or fatigue, he starts to play a cynical cat and mouse game with his professors, or gets so punchy that he simply stops responding.

Students also feel torn between their academic work and extracurricular concerts, lectures and physical activities. We tell our students to get involved both in academics and extracurricular affairs. Then we punish them when they do. A student who stays up all night working in a chemistry laboratory will be penalized on an English quiz the next morning. The student who goes to a concert will do so at the neglect of his reading for a history course.

Any new academic plan must restore a certain academic coherence in the life of a student, permitting him to work intensively and productively on the one hand and to relax on the other. It should reduce cross pressure and replace it with demands that lead him to a better attainment of the central purposes of liberal learning.

Another strength of Colorado College is the favorable student-faculty ratio. But as studies of class size have demonstrated, the favorable ratio does not get translated into small class size. Since students take four to six courses and a faculty member teaches only three, this means that average class size is far above the student-faculty ratio. Specifically, average class size is over 25. Most students take more of their work in even larger classes, especially during the first two years. This has created rather serious discontent among students as well as faculty in recent years.

If Colorado College is going to stand out as an institution offering small classes with close student-faculty contact, it must develop an academic plan that

drastically reduces class size.

Our College also has a good physical plant in a fine natural setting. Yet as anyone who has visited the men's residence halls can testify, there seems to be something wrong with the way our students are utilizing the facilities of the College. Indeed in some cases it appears they are virtually tearing the buildings to pieces. We know that unsatisfactory conditions in the residence halls may have a detrimental affect upon our work in the academic program. We may have neglected the fact that conditions in the academic program may contribute to problems on the residential side of college life. In the academic buildings, there is a certain lifelessness, a mechanistic shifting from room to room that does not make best use of our facilities. The outdoor college spaces serve primarily as freeways for traffic from class to class rather than pleasant enclaves for college activity.

Any new academic plan should seek to revitalize the facilities we have and to provide a better environment for teaching and learning.

Finally, we know that our College is reasonably strong financially. It will be necessary for us to work within existing financial projections in the next five years to produce needed improvements in our academic program. Beyond that point, if we can develop an academic plan of demonstrated superiority, we may well be able to attract new sources of support that we cannot presently tap. Existing projections do not anticipate major increases in staff size or in the size of the student body. In many ways these projections may be important assets in our long-range planning since there seems to be little support for the idea of a drastic increase in the overall size of the College.

In summary, we seem to have a fairly clear sense of our central purpose and the key experiences we want to provide in order to achieve that purpose. We have adequate strengths as an institution, but we have somehow lost control of our

time; making our days, weeks and years less productive than we want them to be. The first purpose of the new academic plan therefore is to provide a better environment for teaching and learning in which all of us have more control over our time and better opportunity to release the energies of ourselves and our students. This means that the faculty member needs to be free from the lockstep of the conventional bell-ringing schedule in favor of one in which he has considerably greater discretion in the time and place of his teaching and in which he can work with his students while still retaining adequate time for his own professional development. It should be a plan in which a student has opportunity both for disciplined learning and for independent study, but not one which leaves him with inadequate guidance or supervision. That is the heart of the new academic plan.

DETAILS OF THE COURSE FORMAT

The faculty member working under the new course plan would have a choice of several layouts for his courses. Depending upon the nature of the subject, a faculty member could choose time periods of three weeks, six weeks, or nine weeks for his courses. Nearly all faculty members that I talked to felt that three weeks was adequate for a topical course or an introduction to a subject and would also be satisfactory for certain kinds of departmental seminars. Six weeks seems adequate for covering a basic body of knowledge in most conventional courses. Nine weeks might be needed for courses involving a particularly large and complex body of knowledge that is presently badly compressed in the present semester system. Most faculty felt that two weeks was simply not long enough for a course while four weeks was too long for topical subjects. Therefore they tended to favor the 3-6-9 plan over a 2-4-8 or a 5 1/2-11 plan.

We should assume that in all courses, regardless of length, there would be a long weekend every three weeks in which work would finish up on a Thursday and not commence again until the following Monday. Such breathing spaces were desired by most of the faculty and many students.

Within these variable time periods the faculty would further have the choice of several different formats for the course. First, there is the straight single course in which one professor and one small group of students work together for the designated period of weeks on a given subject. Most faculty chose this format for their mock-up last spring.

Secondly, two or three faculty members could go together to form an interdisciplinary or intradisciplinary course lasting for any of the designated time periods. A number of suggestions for such courses have already been offered: a joint political science-economics-sociology course on developing nations, a biology-psychology-social science course on aggression, an English-history-classics course on medieval studies, and a number of joint courses within the science faculty. The idea of courses jointly offered within a department also seems to have some appeal as, for example, a combination of two music courses taught by members of the department. Members of our faculty have already had considerable experience with such courses in the summer institutes at Colorado College and there is interest in trying this approach in the long term.

A third alternative format is available for a course which, in the judgment of the faculty, should be offered over a longer period to allow more absorption time for the material, or which, because of the particularly demanding nature of the subject, threatens to ream out the mind of the student if he takes it as a single course. Such courses could be taught as extended half courses over

a nine week period in the fall semester. A student could take any two half-courses during this period. He could not mix extended half courses with other single or interdisciplinary courses that might be offered at the same time.

A faculty member would teach two sections of extended half courses in order to maintain a balance in the student load. Half of the extended courses would be taught in the early morning and the other half in the late morning. Such extended half-courses presumably would meet less often and would involve fewer contact hours between students and faculty. Some faculty members might choose to offer two different half-courses during the extended course period rather than two sections of the same half-course. This would seem appropriate if the faculty member were willing to make two preparations. Students and faculty working in the extended half-course period would probably find that it resembled the regular summer session, in which two courses are the normal student load.

In addition to principal courses, we would also offer certain adjunct courses, normally in the later afternoon or early evening. They would not be conventional academic courses like those offered in the principal course periods. They would be reserved for such subjects as Dance, Music, Studio, Choir, and some skill courses, especially those taught by means of programs. A limited number of non-departmental readings courses or general studies seminars might occasionally be offered as adjunct courses, but the Planning Office recommends strict faculty controls over such offerings in order to prevent a blurring of the distinction between principal and adjunct courses.

Courses such as departmental seminars, departmental readings courses or thesis courses should not be offered in the adjunct period. Rather they should be offered as principal courses or as parts of other required courses

in the major. The economics department has mentioned this as a possible way of handling its senior thesis course.

Essentially, adjunct courses should be a bridge between the intensive academic program and the leisure program of the College. They should provide a measure of relief and contrast for the student. If credit is presently given for a course that would be offered in the adjunct phase, we recommend that credit be offered under the new course plan. The amount of credit should be in proportion to the present credit offered. Many other informal, non-credit offerings would be a valuable supplement to the intellectual life of the College.

If a faculty member spends some of his time teaching adjunct courses he should receive compensatory time off in his principal courses. A student should be entitled to take only one adjunct course at a time for credit. It might prove advisable to place a limit on the total number of adjunct course credits that a student can count toward his degree.

Adjunct courses would presumably meet for a semester or even longer, as in the case of choir or dance. In some adjunct courses, students should be allowed to take a principal course block in the subject at the end of a longer adjunct course. For example, students who have been working in an adjunct dance course during the year should be able to move into a three week intensive course in preparation for a spring dance concert. Similarly, a trip abroad, scheduled as a principal course, might cap off a period of programmed languages functioning under the adjunct arrangement.

Principal courses should maintain priority over adjunct courses. A student might need to be away for several days on a field trip in his principal course, for example, and should make plans accordingly to miss his adjunct course. That is another reason why conventional academic courses should not

be offered in the adjunct phase. Specific decisions on what ought to be offered as adjunct courses should remain a matter of faculty discretion.

PREREQUISITES, EXAMS, AND GRADES

Prerequisites for principal and adjunct courses could be essentially as they are now. Some faculty members have expressed an interest in assigning certain readings or projects as a prerequisite, so that work in an intensive course could begin more quickly. While this idea has definite merit for a limited number of courses, we would need to be careful not to let it become a way of stealing time away from a student's other courses. Formal approval of any such prerequisites should be controlled by the full faculty.

Examination procedures in the new course format would remain the prerogative of the professor. For students and teachers alike, the modular system would remove the mid-term and end-of-semester crises. Smaller average class size and closer observation of student performance may reduce the necessity for large numbers of written tests and increase the opportunity for tutorial-style examinations.

The honors-credit-fail grading system approved by the faculty last spring would seem to be compatible with the modular course plan. One college using the 4-1-4 calendar (four courses followed by a month of intensive study, then back to four courses) reports that students are considerably less grade conscious during periods of intensive learning because they know where they stand in a course without needing grades as indicators. It also reports that professors find routine testing less necessary during intensive blocks than during the conventional semester.

RECOMMENDED CALENDAR

For the academic year 1970-71 we recommend a calendar with courses beginning on Monday, September 7 and running for 15 weeks until December 18 with four long weekends during the term including the Thanksgiving weekend. Christmas vacation would last from December 18 until January 11, thereby eliminating the Symposium in 1971. With a substantially enriched leisure time program and with greater opportunities in regular academic courses, the values we seek in the Symposium would be better found in the extra-curricular program throughout the year. A second term would begin on January 11, 1971 and last until May 28 with a two week spring vacation from March 12 until March 29. This would allow for 33 weeks of courses during the regular term. We recommended that the summer school remain a separate and distinct program for the time being. With many new cooperative ventures in prospect through the Associated Colleges of the Midwest and with our continuing interests in a variety of summer institutes, it would seem advisable to keep the long term and the summer programs apart. This does not preclude the possibility of an eventual year-around calendar, although feelings are mixed on this subject. We know, however, that if we could make a modular course plan work during the long term we would experience little difficulty converting the College to a year-around modular schedule if the circumstances warrant it.

TEACHING LOAD

The faculty would be asked to teach 30 weeks out of the scheduled 33 weeks of courses during the regular academic term. Within those 30 weeks the faculty should have a considerable degree of latitude in arranging daily, weekly and annual schedules. Especially during the transitional period it will

be important for the faculty to allow for blocks of relatively free time to plan courses in the new formats. Therefore a faculty member could include up to 6 weeks of blocks in his schedule designated as independent study, independent research or tutorial courses. During these periods he would be expected to work with an average number of students but would not be obligated to teach a conventional course. He might do some of his own research and help students conduct their own independent investigations or he might help students with directed readings. Students would receive full block time credit for their independent work. This arrangement may be particularly important in the science departments where a great deal of time is required in setting up equipment and planning laboratories. Such blocks would, however, be purely optional.

A faculty member could properly ask at this point: "Right now I am teaching only 18 credit hours per year, and now you ask me to teach 30 weeks per year. Isn't this the same as teaching 30 hours?" On the contrary, the purpose of the new academic plan is to give a professor considerably more latitude and diversity in his teaching than he presently enjoys. The new course plan will cut down the total number of students that a professor works with at one time. A professor now typically has 50 to 120 students at once. He expends a great deal of energy with these students in conferences, grading and general administration. The new course plan would give professors an average student load of around fifteen students at a time. To be sure, our contact with those students would be relatively more frequent, but the reduction in total student load could result in a marked improvement in the quality of our student consultations.

Secondly, there would be no class schedule during the day, and no fixed number of contact hours between students and professors. It would be entirely up to the professor to set his schedule as he sees fit in accordance with the requirements of the course. A professor might meet his course for several hours on one day, for one hour the next day and not at all on other days. To make such a system work, we must trust each other to do our professional best and free ourselves from some of the petty requirements of meeting courses at specified times. We also need to recognize differences in temperament within our faculty. Some members work best by meeting students infrequently. Others prefer to stay close to their students for long periods of time. The new course plan allows for both possibilities without assigning greater value to one over the other. For some faculty members the new plan might very well mean an increase in the number of formal contact hours. For others it might mean very little change. The plan would be killed off immediately if we attempted to impose upon ourselves a fixed number of teaching hours per week in all courses. This is precisely what we want to get away from. It is one of the things that damaged the originally sound idea at Hiram College. The faculty there had placed themselves on a schedule requiring three hours of lecture each day in block time courses. They forced all courses into the same time period of seven weeks and did not offer options to the single course with one professor and one small group of students. The Colorado College Plan tries to avoid these weaknesses by providing for no daily class schedule and allowing the faculty to choose from a wide range of alternative formats in offering courses.

It is also worth emphasizing that the new course plan does not signify a transition to undirected independent study for the student. Nor does it signal

a change to rigidly controlled course work. Again the faculty member will have discretion in determining the degree of independence or discipline that he offers his students in a course. When classes meet for only 50 minutes he faculty member is driven to certain standardized procedures as a means of holding the course together. The new course plan will make greater allowance for differences in instructional approaches.

STUDENT COURSE LOAD

Just as the faculty would teach 30 weeks per year, a student would be expected to take 30 weeks of work as normal progress toward the degree. He would be entitled to take the full 33 weeks of work per year if he chose. His work could include up to 6 weeks per year of independent study or research. One hundred twenty weeks of satisfactory course work would be the basic requirement for graduation. A student would also be expected to meet normal departmental and all-College course requirements. (See the first report, page four, for a discussion of these requirements.)

Students would register fnradvance for a full year of courses. This would give us a greater opportunity to plan courses more systematically with our students. The academic review last fall indicated that our advising arrangements needed strengthening in several respects. It was too fragmentary to be of consistent benefit to the student. Students have fallen into the habit of changing courses after pre-registration to such an extent that pre-registration is virtually a farce. Over 1000 course changes were made last spring alone. With more careful advising procedures and full-year registration, we should be able to help the student with his course planning considerably more than we have in the past.

The new course plan also places certain obligations upon the student. While it should be possible for him to change courses during the year within certain reasonable limits, we should make every effort to cut down the incidence of random changes. A student should be able to drop a course in order to substitute an independent research block if he has developed a worthy project in the previous course and desires to continue his research. Upon the recommendation of a student's adviser he should also be able to change from one course to another if it fits his emerging academic interests. Certainly in the first year or two of operation we should anticipate a healthy percentage of course switches. After we get more experience with the new course plan we should be able to stabilize course drops and adds in a way that would be beneficial to students, faculty and the Registrar's Office.

With the reduction in the average number of students that a professor must teach during the week, the faculty may have more opportunities to see their regular advisees. Since registration would be for a full year rather than for one semester, the amount of advising time spent on routine mechanics would be substantially reduced, giving the faculty still more time to spend on discussions of a student's long range interests and academic problems.

Along with opportunities for improved advising, the College should make efforts to enlarge its placement program for graduating students. Several members of the administration are already working in this direction. An invigorated placement service would also relieve the faculty of certain types of advising chores that could be carried out by a central office.

The new college plan does not anticipate any changes in the structure of faculty departments or majors. Because of the greater versatility of the

proposed academic format, however, faculty members will have new and better ways of offering interdisciplinary courses. The faculty seem to be generally in support of maintaining conventional departments as the basic unit of organization of the faculty. One of the happy features of the modular plan is that it permits us to maintain a disciplinary base and to offer interdisciplinary work at the same time.

GENERAL COMMENTS

Faculty members have asked a number of useful questions about the operation of the proposed plan. Let me review some of them as a means of weighing some of the pros and cons of the proposal.

1. How could the faculty stand the intensity of the program?

Let us grant that the new courses will be more intense. For most of us they will involve frequent and high-powered exchanges with our students. Courses will require advance planning and some careful timing. Anyone who has grown accustomed to dusting off old lecture notes every year may find them strangely useless. But a faculty member should be able to regulate his contacts with students because of his control over his daily schedule. Generally smaller classes may give him greatly needed relief from mounds of papers and examinations at the end of each semester. With some corresponding reductions in trivial duties that fritter away faculty time, we can try to insure that the faculty member is really doing what he wants to do, and is paid to do: teach a subject he knows well to students who see him both as a scholar and a man. That is a kind of intensity most of us seem to crave.

2) Wouldn't this destroy the lecture system?

Many times we now use lectures where they are not really needed

because of the Draconian limitations of the 50 minute class period. The new course plan would permit us to use lectures where they were appropriate and to balance them with seminar and discussion methods at other times in the course. This is an illustration of our need to respect temperamental differences in our faculty. Some are excellent lecturers and should continue to employ that talent. Others who now lecture would prefer to shift to the closer give and take of the seminar method. The new plan must be big enough to embrace both styles. Beyond the conventional courses, the new course plan provides opportunities for formal lectures in the leisure program where they could be shown off to their best advantage before large audiences.

3) Will intensive courses allow sufficient "soaking in" time for complex subject matter?

Perhaps not for all subjects. That is precisely why the modular plan gives faculty members an option of teaching extended half courses over relatively longer periods of time. The plan also would permit a faculty member to split a course into two parts separated by intervening courses so that a student could allow materials to develop in his mind before returning to a concluding portion of the course. It is worth noting, however, that not many faculty members exercised either of these options in the mock-up.

4) How will a student keep up in his specialty when he is taking block-time courses in other subjects?

The plan is designed to give students leisure time to keep up in necessary skills and subjects. Presently, students tend to neglect everything except the next academic crisis they face, and do not keep up their special interests.

5) If a student takes English for six weeks and then switches to Philosophy for the next six weeks, won't this destroy the integration that occurs when a student takes courses simultaneously?

This could happen. But our reviews with students last fall revealed that the integration in present courses is very poor. There is virtually no coordination between courses. Any connections a student makes are almost accidental. Moreover, students now practice a kind of block-time study by concentrating on one course at a time and neglecting the others if not cutting them outright. The modular plan would allow for integration over a period of time. The plan also provides for interdisciplinary and intradisciplinary courses that integrate materials explicitly.

6) Won't the new plan make our students more specialized and departmentalized?

Not necessarily. The balance between specialization and general liberal learning for the average student will depend upon our all-college and departmental requirements. Interestingly enough, the mock-up schedule did not force students to change the distribution of their courses. Some science professors feel that they would need to take a larger portion of a student's time than they do now. This would make official what all of us have known to be a fact all along: science students devote a greater percentage of time to their major courses than to other courses. And for all students, the leisure program will enrich the formal liberal arts curriculum. Some students may indeed become more specialized if we judge from their formal transcripts. Many others, however, will actually become more diversified. The problem of dilettantism will be as important as the problem of overspecialization. Effective faculty advising will be a key to maintaining a proper balance in the student's

courses.

7) Will the plan mean a lack of variety for students and faculty?

Properly done, the plan could offer qualitative variety that is superior to our present system. With many course options (three choices of length and three choices of format) there promises to be considerably more variety in the style of courses. A vigorous leisure program would give us relaxing contrasts to concentrated course work. Blocks of free time will give all of us more variety during the long haul of the academic year. Finally, the mock-up indicates that students would have almost as many courses to choose under the new plan as they do now, although most students probably would take fewer courses per year.

8) Does research in education support the new course plan?

The literature of research on learning neither confirms nor denies the validity of our present system or of the recommended plan. Students learn in many different ways. They seem to increase their chances for learning if they are active participants in a course rather than passive spectators. They may learn as much from each other as they learn from the formal instruction in the course. The new course plan therefore tries to provide smaller classes and flexible formats in which students can be drawn into the subject. Since a group of students will work together intensively for a period of weeks in each course, they may have better chances of forming associations among themselves that will support their learning. Presently, a distressing number of students in our classes do not even know each other's name.

9) Is anyone else trying this plan?

No. Partial examples of the new course plan can be found in several institutions, although no other school has an exact parallel. European

universities have nearly always maintained more concentrated course plans than most American universities and colleges. The new scientific university at Marseilles-Luminy offers block-time courses in physics, chemistry, and mathematics with apparent success. The four-one-four course plan in a number of American colleges has attracted considerable interest because of the one-month intensive course in the middle of the standard four course year. A special program at San Jose State College enables students to work with tutors in intensive block-time courses for the first two years of their undergraduate studies.

10) What are the major weaknesses of the new plan?

a. In order to simplify the daily schedules of students and faculty, the plan requires us to create a more complicated and varied general course schedule. During the experimental years, this schedule will probably be frustrating and sometimes disappointing. As I mentioned in the last report, an abundance of good humor and tolerance will be needed to work out the bugs in the new plan.

b. Facilities for courseroomswill be rather makeshift for several years.

c. Some departments will sense more improvement in their lot than others during the experimental period. Some, for example, will continue to be under enrollment pressures in their courses, while others will enjoy more immediate relief.

d. Some students and faculty will undeniably find the conversion to the new plan difficult and demanding, while others will be exhilarated by it.

The new course plan is no panacea. But it may significantly increase the odds that Colorado College will continue its movement into the front ranks of American higher education.

Sincerely,

Glenn Brooks

GB/dw

The President's Office

MEMORANDUM: ALL FACULTY AND ADMINISTRATION

From: Glenn Brooks
Faculty Assistant to the President

August 25, 1969

This is the third and final Summer Report to the faculty and administration on the proposed new Colorado College Plan. It deals with non-academic aspects of the Plan, including campus design, cultural, recreational and athletic programs, residence halls, and administrative offices. The report also discusses procedures for getting the Plan into operation.

The heart of the Colorado College Plan is the academic program, but the Plan must eventually bring together all parts of the College enterprise. The physical design of the College, for example, should always have some logical relation to the kinds of teaching and learning that go on; the residential program and the academic should support each other as much as possible. With a new academic approach, administrative offices may be required to adjust their procedures and areas of responsibility to keep the system in good working order. This report does not attempt, however, to suggest detailed policies so early in the planning work. Rather, it sets forth some of the implications of the new Plan for non-academic areas of the College.

CAMPUS DESIGN

The proposed College Plan affects the physical campus in several important ways. A shift from conventional classrooms to course-rooms should prompt us to restudy the design of our learning facilities. If you recall, the first Summer Report recommended

that we begin the new Plan with existing classrooms and furniture in order to give the Plan a working test before we engage in any major remodeling. But from the beginning we should set up several model courserooms in different styles to try out their relative merits. Other interior spaces of the College may also be modified as the Plan proceeds.

Similarly, the College will need to make a continuing study of the exterior spaces of the campus and the relation between buildings. To a great extent, the purpose of such studies will be to figure out ways of making existing space more congenial to the new College Plan. Some of these studies can be made before the Plan goes into operation; but others will require careful observation of the Plan in action.

To keep our campus design in line with our College programs, the Campus Design Committee and the Planning Office, in consultation with Mr. Kendrick, recommend a study of the physical plant in three stages:

1) If the academic plan is accepted we would bring in two or three outside consultants for brainstorming sessions with our own faculty and staff about the design of the campus;
2) We would engage a professional campus designer to come to Colorado College for one semester or more during the period of transition to the new Plan. He would make a report to the College on specific uses of interior and exterior space.
3) When the Plan is in operation we would try to get outside support for actual redesigning and remodeling of facilities. Throughout the next several years physical planning will be closely coordinated with academic and administrative planning.

THE LEISURE PROGRAM

An integral part of the new Plan is a leisuretime program that balances intensive course work. Typically, a student might work for two hours with his professor in the morning, then do assigned readings until noon, and research in the library until three or four in the afternoon. At that point he might properly break from his studies to take part in voluntary leisure activities. Some of the time he may simply choose to loaf around or to pursue his private interests; but he should also have access to a broad range of College-sponsored events and organizations.

(leisure)

The recommended formal leisure program falls into three categories: cultural activities, student organizational programs, and physical activities. Taken together, they will be an important element in the liberal education of the student as well as a source of relaxation and recreation. We should not try to cram everything that is culturally and intellectually valuable into our courses. A well-wrought leisure program offers a dimension in liberal education that we cannot provide in formal academics. Nor should we assume that every leisure activity available to a student must be organized by the College. Solitary walks in the park, or a gathering for an evening of beer and conversation have as much place in the leisure life of the student as formally sponsored events. Thus, while this report stresses the College's responsibilities for leisure programs under the new Plan, it always assumes a major place for the student's own interests beyond the offerings of the institution.

There is at least limited evidence that a modular course plan would increase student engagement in leisure events and organizations. The experience of our own Summer School suggests that students working in one or two principal courses tend to turn out for lectures and concerts. The overflow crowds in Armstrong Hall this summer, even with small summer enrollments, may be a fair indication of how students would react under the proposed Plan. Florida Presbyterian College, one of the schools with a four-one-four plan, reports that students are considerably more relaxed during the college's intensive course period than they are during the four-course period, but are equally if not more productive. This might mean that our students would be less fatigued by their modular courses and would be more inclined to spend their free time in leisure activities.

THE CULTURAL PROGRAM

When Sir John Glubb spoke at Armstrong Hall last year one of our colleagues counted over 400 people in the audience. Only 40 of them were students. When our Music Department gives one of its excellent concerts student attendance is often abysmally small. Even when students themselves stage a drama the turnout is not what most of us would hope for. Yet it is essential, as a prime element in the leisure program of the College, that we offer still more cultural events to our students and give them the time to attend.

Along with guest performances, concerts and lectures, the cultural program should include frequent faculty and student presentation of readings, films, and art works. The massive student turnout at the May Day Happening this year suggests that we should also be alert to many new kinds of events that can bring pure enjoyment as well as cultural enrichment. Several groups and individuals now sponsor cultural events on campus. Academic departments, the Student Forum Committee, Public Lectures Committee, the Symposium, CCCA, Rastall Center Board and the Religious Affairs Committee are among the most active. With the probability of more events and larger attendance under the leisure program, these groups will need to coordinate their schedules among themselves and with athletic and student organization planners.

STUDENT ORGANIZATIONS

A multitude of clubs, honorary societies, service organizations and fraternities already populate our campus. Under the new Plan they should provide experiences

of leisure, commitment, and community that we consider essential for a liberal education. Presently, many serve our students well. Others, by the testimony of their own members, are tired, directionless, or defunct. The new College Plan should encourage the continuation and refinement of all organizations that contribute to the leisure program of the College or the general education of the student. The Plan should also encourage the burial, with no great regrets, of campus organizations that have clearly outlived their day, to make way for other, more pertinent activities. For now, of course, no one is in a ready position to say which organizations are most suited to the new College Plan. To an important extent, members of those organizations will be in a position to define their own roles in the new environment. Students and faculty should be patient with all campus groups as they seek out their places in the next few years.

Students here, as on other campuses across the country, have had an increasing influence on the government of college affairs and the formulation of new policies. Their concerns are legitimate and their involvement is crucial to the development of a plan which truly reflects their needs and aspirations. The Planning Office has met this past year with individual students and with informal groups, and will continue those associations. We will also work closely with appropriate student government groups. The Colorado College Campus Association, the Associated Women Students, Inter-Fraternity Council, the Honor Council, Publications Board, Rastall Center Borad, and the Student Conduct Committee will continue to have important planning responsibilities in the future.

PHYSICAL ACTIVITIES

The new College Plan gives us a special occasion to forge better links between academics and athletics on the campus. Students should have a chance to

participate in varsity and intramural sports, carry-over sports, and physical fitness activities in addition to their academic work. The new plan will require a versatile athletics program for men and women. The groundwork for a changeable program is summarized in the President's February report on the athletic complex:

> The need for flexibility arises from the dramatic speed with which sports programs have changed and are likely to change in the future. Within recent years swimming, soccer, skiing, rugby, and lacrosse have become more prominent sports and intramural athletics have expanded. It may be that future changes will be both unpredictable and less dramatic but a new sports complex should be designed to insure maximum adaptability to changes as they arise.

In discussions about the new College Plan, many of our students referred to their frustrations in trying to engage in recreational sports. Inadequate facilities have been part of the problem, but competing obligations seemed to be an important cause, or excuse, for student neglect of physical fitness. Even so, intramural sports have been in heavy demand. Our faculty, too, has shown interest in more opportunities for sports. (Even greying administrators have been seen trotting doggedly around the track or bouncing a basketball.) For the entire community, the new plan calls for an improvement in the quality and quantity of the physical activities program.

The new gymnasium should be a center of on-campus programs. In earlier publications, the athletics board and staff have stated their intention to devote the new facility to recreational sports for all students. Varsity basketball will use the major basketball court twelve hours per week for three months in the year, but aside from those hours in that court, the gymnasium is intended for non-varsity use. The large basketball court and the auxiliary court are designed for multiple-purposes,including badminton, gymnastics, and possibly even indoor tennis. An undesignated area on the lowest level will be available for a host of recreational events.

The athletics staff is planning expanded intramural schedules and classes for carry-over sports. They are receptive to student and faculty suggestions for new kinds of physical programs. If the new College Plan is accepted, several offices and committees will be working to establish connections between the College Plan, the overall leisure program, and the physical activities program. Among their interests will be: 1) coordination of athletic and cultural schedules, 2) identification of student preferences in physical activities, and 3) establishment of priorities for the use of the new gym and other facilities. The athletics staff will work with the Dean of the College and the Planning Office to keep informed about developments in the academic program that may affect their operation. For example, the staff plans to keep the new gymnasium open in the evenings for recreational use, but they will need to know about how and when students study so that they can plan the gym times accordingly.

Although the dominant emphasis in the athletics program will be on lifetime recreational sports and physical education, the College will still be able to continue intercollegiate sports under the new College Plan. Established varsity sports such as football, basketball, and hockey may need to modify their schedules to accommodate to the new course plan, but with long weekends every three weeks, and regular weekends in between, quick trips for games should present few problems. Longer tours may be more difficult. If a team needs to be gone for a week or more, team members should schedule their three-week blocks of free time during that period. If some cannot do so because of requirements in their majors or other conflicts, they may have to catch up in their work at another time of year or miss the trip. Not many faculty members would be inclined to excuse a student for long periods out of a three or six week course. The athletics staff feels, however, that most scheduling problems can be worked out under the new arrangement.

The newly established sports--lacrosse, soccer, rugby and

others--may be special beneficiaries of the new College Plan. With a reduction of competing demands on the student's time, these sports may be in a better position to command the energies of their players and to work on a regular practice and playing schedule. Presently, the faculty coaches are troubled because students miss too many sessions with the team.

Students and staff with a penchant for skiing or mountain expeditions may set aside a full three weeks at the propitious season for their favorite pastime. Several students and faculty are studying the feasibility of Outward Bound programs at Colorado College, some of which may be tied to regular academic courses. These are merely suggestions about possible future directions.

Finally, lest this discussion of a vigorous physical education plan should alarm those whose impulse at the thought of exercise, as Shaw said, is to lie down until it goes away, we should emphasize once again the voluntary character of athletics at Colorado College. The sedentary man should be able to live here with as much honor as the sports enthusiast.

THE RESIDENCE HALLS AND HOUSES

The guiding principle of residential policy under the new Plan should be to furnish better connections between academic life and residential life. For example, we should, as a matter of preference, assign at least a few courserooms in dormitories and smaller houses. We should encourage more seminars and discussions in living quarters, and give students better opportunities to form special interest groups in their residences. The purpose of making these connections is not to fuse the courseroom and the residence, but to give students a greater sense of being in a coherent community. Many students now regard their dormitory rooms as decaying

suburbs, and their classrooms as the distant central city.

For all of these features of the campus environment, one of the most essential undertakings of the new College Plan is to build more effective small-scale groups for the individual student. Too many of our students are now caught between two poles. Either they are drawn into a tight-knit clique, or else they become atoms in a mass of sixteen hundred. Our investigations into the life of students this last year revealed that a distressing number live in a social and academic limbo, passing the four years without friends, motivations, or satisfaction.

In the courserooms, students need a better chance of forming themselves into groups where they can learn from each other as they work alongside their professors. In the leisure program, students should be better able to form all kinds of organized groups, from student-directed seminars to chamber music ensembles to chess clubs. These exist now, but furtively. A physical activities program, whether on or off campus, should bring students together in a spirit of competition or cooperation. Perhaps most importantly, they should have every opportunity to come together casually, as friends, for discussions or whatever interest propels them. In one way or another, the student should be in several small groups that sustain and educate him.

FINANCIAL AFFAIRS

Until the faculty has worked out the curriculum in detail and we have an accurate picture of enrollments in courses, we will not be in a position to make detailed cost studies of the new College Plan. The general appraisal, as discussed in the first report, is that the Plan can be put into experimental operation

within existing budget projections. In making this estimate, we have tried to identify four items in the College budget: 1) continuing costs for established programs; 2) additional costs that would be incurred with or without the new College Plan; 3) existing needs that are intensified by the new Plan; and 4) additional costs that are uniquely the product of the new Plan. Last fall, in the questionnaire on the academic program, faculty members were asked: "What do you need to do a better job?" Many of the items listed at that time--before the new academic plan was even discussed--are similar to the ones that the faculty feel essential under the new Plan. Several departments believe that the modular course system would increase their need for additional staff. Some departments planning new equipment purchases now feel that the purchases should be accelerated because of greater use that may arise under the new Plan. Science departments are concerned about having sufficient technical assistance and backup equipment if they shift to a modular system. Some administrative offices may bear increased workloads as a result of the transition.

In the process of converting to the proposed Plan, the Dean and the President, in consultation with the Business Office and the Planning Office, will continue to make necessary decisions on the budget. The Planning Office will be responsible for long-range cost studies. The Business Office will continue to make the specific estimates of income and outlay, while the Development Office will handle projections of College income. By January, 1970, if the Plan is approved, we should have the new curriculum and attendant changes sufficiently identified to make reasonably precise cost estimates for the next fiscal year. Meanwhile, general policies can be established for some of the anticipated costs of the new program.

Off-campus courses will require careful financial and logistical

planning. After meeting with Mr. Broughton, we recommend the following policy for financing off-campus courses:

1) For the first two years of the Plan's operation, students should bear their own costs for off-campus work, including minimal per diem expenses of the professor who accompanies them. Until dormitory room schedules can be adjusted to the new Plan, students who are away for three to six weeks may not be able to receive an adjustment on room rent but should receive a refund on meals. Students who are away for longer periods should receive partial refunds on their rooms as well as meals.

2) At the end of a two year period, when we have reliable data on off-campus courses, we should recalculate their costs to include them in the basic projections of income from tuition, fees, and other sources. In effect, we already do this for many courses taught on campus which are considerably more expensive then others. The inclusion of off-campus courses in the basic operating budget of the College would be an extension of this principle. At the end of this time we should also calculate the per diem expenses for off-campus professors to be included in the general budget.

3) The added mobility provided by the new course plan increases the likelihood that more faculty will want to teach off-campus courses and more students will want to take them. During the first two years of pay-as-you-go off-campus courses, the College should make an effort to establish grant-in-aid funds for students who could not otherwise participate. Such a fund, incidentally, would be useful for off-campus courses already in existence, such as the ACM courses in Chicago, Africa, and Costa Rica.

4) More college transportation would facilitate our movement off

campus for academic and non-academic activities. This could be a sizeable capital outlay, but the costs could be amortized from fees for the trips. In special cases, transportation could be chartered from local companies.

The idea of more off-campus work has stimulated much student interest and a fair amount of misunderstanding of the economics involved. It would be helpful if faculty members could join the Planning Office in explaining to students that it will not be possible to introduce immediate and numerous off-campus programs. At the same time, we should hope that off-campus courses will become an important part of the College curriculum, and high priority should be given to their financial support.

Briefly, here are some other likely cost items in the period of conversion: better audio-visual aids; more portable blackboards for the courserooms; some additional laboratory equipment; minor remodeling; costs for faculty travel and consultations in the process of working out the new curriculum; added expenses for College publications, press releases, and meetings to explain the new Plan to our constituents.

DEVELOPMENT

The financial viability of private schools and the fund-raising efforts necessary to secure that financial well-being are always critical problems. Our first concern is that any plan we undertake must be sound educationally. On that premise we must make our decision. Financial sources will require long and careful cultivation under this plan or any other, and while there are no guarantees that money-raising will suddenly take place with greater ease, we may be in a more advantageous position as a result of the proposed changes. The administrators responsible for gathering funds for the College feel that the new Plan would give the College added

leverage with some potential donors. In a day when many colleges are gambling with curricular fads and institutional gimmicks, the Colorado College Plan, with its emphasis on educational fundamentals, may have a special visibility.

A necessary first step in garnering support, both educational and financial, is the development of a comprehensive program of information about the new Plan, ranging from local contacts to national publicity. The Alumni Office, the Colorado College Magazine, the Development, Public Information, and Admissions Offices would all be involved in plans to communicate with the widest possible audience about the new undertakings of the College. Local community leaders, alumni, and friends of the College will need to be informed of the new Plan. National news media will be approached through personal contact as well as regular news releases. Similar communications will go to other colleges and to professional journals and higher education publications. Alumni meetings, class reunions, interviews with prospective students, inter-college conferences, and academic meetings are all opportunities for us to share our achievements and plans with others who are interested in higher education.

The main responsibility for this program will fall to administrative offices, but the effectiveness of any public relations approach rests in large part on the students and faculty. All of us, either officially or informally, will serve as representatives to the larger community. An example of a very simple but highly effective step in this direction was the volunteer work last year of several CC students who joined the Annual Fund Drive and personally called on prospective donors in the Colorado Springs area. Similarly, a program might be developed to arrange for speaking engagements by students in their home towns during the Christmas break to explain the new academic program and over-all College Plan. We have many talented people--students, faculty and administrators--who can speak productively for the College; our concern now is

with developing the content of their message.

ADMINISTRATIVE OFFICES

Beyond finance and development, the new College Plan has two key implications for the general administration of the College. First, the College administrators, from the President to specialized officers, will need to restudy their procedures in the light of the new Plan. The Planning Office will work with all administrative offices in the process of transition, helping them to redefine their duties and to examine their internal operation.

Second, a prime objective of the Plan is to devise ways to give the faculty substantial relief from general college administrative chores, freeing them to concentrate on their primary commitment to academic policymaking and departmental administration. The Committee on Committees moved in this direction last spring when it reduced the number of faculty committees and the number of committee assignments. This means that the administration should be prepared to take up any slack that may appear in essential activities.

The Planning Office has held discussions and briefings with every administrator in the College. We are informed about their problems and have asked them to consider particular ways in which they would be affected by the new College Plan. Here are some of the areas that are most directly involved. (The Library and the Admissions Office have prepared separate statements in the appendix.):

Dean Ronald Ohl has been working for the past year to build a greater degree of coordination of student services provided by the Office of Student Affairs and the Residence Halls, Rastall Center, the Counseling Center and Boettcher

Health Center. The ground work which has been laid in their joint staff meetings and evaluation projects will be helpful during a transition period to determine the changing life styles on campus and to provide services for the students.

Certainly one of the major changes under the proposed Plan would be the academic use of campus buildings. Not only would additional space be used for course rooms, but the space would be used differently as we moved away from the fifty minute class period. The total square-footage requiring daily maintenance might increase slightly, but Mr. Kendrick, Director of the Physical Plant, anticipates no substantial modifications in staff or operations in order to maintain the rooms properly. Most of the janitorial staff come on duty at 3:00 p.m. and if the courserooms are generally free by middle afternoon, there will be no conflict.

We have conferred with Chuck Webb of SAGA Food Service and Evaline McNary, Director of Residence Halls, to discuss implications of a modular schedule on board and room service and contracts. Mr. Webb feels that SAGA can be very flexible in its arrangements. Students could be charged only for meals actually taken, although this would increase the cost per meal. He is checking out the costs of providing meals in the courserooms with the use of a portable unit. There may be classes which choose to continue their sessions over the lunch hour and would want this service. On the question of room refunds to students during off-campus trips, Miss McNary's suggestions have already been included in the discussion under Financial Affairs. She felt that moving and storage problems were such that it would not be feasible to have another person use a room for a short period of time while it was still held under the original contract.

The operation of the College Bookstore would undergo certain alterations, particularly in the placement of book orders. Mr. Rolf Ernst, the store

Manager, forsees no major obstacles in meeting a new arrangement, with the possible exception of storage space, which is a problem now. Under a modular schedule, textbook sales would be more evenly spaced out over the year, reducing the fall and spring pressure periods which crowd the bookstore and require extra staff. It would be especially important that all books and related materials be on hand as each course begins, since there would be insufficient time to order books once a course had started.

PLANNING OFFICE

The Planning Office, as an adjunct of the President's Office, will have three main jobs. The first is to continue work on the new Plan as it goes into operation. The second is the formulation of a more detailed, long-range plan beyond the transition period of next year, which is essential to provide the necessary perspective for current action. Lastly, the Planning Office will serve as a clearing-house for whatever problems and questions arise during the next few months as we begin detailed planning for 1970. The development of a new academic schedule will require considerable exchange of information between this office and the academic departments. Some course offerings may have to be coordinated between departments and the Planning Office would be available to arrange meetings or whatever planning sessions might be necessary to accomplish needed changes.

We will concentrate on the task of collecting data from all departments as the new academic program evolves. At the same time, we will act as a center for getting information to faculty and students. For example, we are collecting information on intensive courses used by colleges under the 4-1-4 system and will make these available to all interested students and faculty. It may be desirable to

bring onto the campus advisors and consultants who could make helpful suggestions and criticisms about the new Plan. Again, the Planning Office would work closely with departments to make the most of the time and talents of outside consultants.

Sincerely,

Glenn Brooks

GB/dw

MEMORANDUM:

Appendix A

TO: Professor Glenn Brooks

DATE: August 1969

SUBJECT: THE ROLE OF THE TUTT LIBRARY UNDER THE PROPOSED COLLEGE PLAN

FROM: George Fagan, Librarian
The Charles Leaming Tutt Library

The adoption of the long-range Plan will transform the learning environment of Colorado College. One of the facilities to be most influenced by this transformation will be the Tutt Library. The traditional concept of the library as a conservator of the past will have to be changed drastically. The library will have to become an integral part of the teaching process and the matrix of all learning activity. Rapidly, its new role will become that of an information center and laboratory in which independent study and research take place.

The proposed College Plan envisions block-time conventional courses and blocks of full-time independent study and research for the student. In both cases students will have increased opportunities for long periods of work in Tutt Library. We also anticipate that the proposed Plan will give small groups of students and professors more occasions to work together in the library. Library use for courses may be spaced out more evenly over the year, however, since courses will be offered in series. The leisure program may well afford students more time for casual reading and for maintaining competence in areas of special interest. We therefore expect that the library will be used more intensively and regularly than under the present course plan.

In order to accomplish its new mission adequately, the Tutt Library resources and services will have to be redesigned and restructured. As Colorado College

(Role of library)

changes its goals there will be an urgent need to redesign the purposes to be served by the library. The raison d'etre of the Tutt Library will be as an instructional tool. Along with the faculty and the students, the Librarian and his staff will have to become actively involved in the learning process, especially as manifested by independent study.

Independent study permits the student to develop his own power to seek out information, to acquire facts, to analyze materials, to draw conclusions, and generally to accept responsibility for his own learning. In the process, the student will acquire increased self reliance upon the library, its collections and services. Use by the student of alternate ways of approaching knowledge will enhance the entire learning process and will reinforce the fundamental meaning of a liberal arts education. More important, however, the student will become better equipped for a lifetime of self-directed study.

In this methodology, the instructor takes on a new role and a new significance. He will be able to manage the learning environment and to use his professional skill and that of the library staff, and others, to utilize appropriate materials and methods for individual students. In so doing the instructor will find new opportunities for his own creativity and for his own professional accomplishment. He will become a guide to learning and inspire his students to push back the frontiers of knowledge. Learning will become a dialogue with students, and far more meaningful results will ensue. The faculty and the library staff will serve as partners in an exciting educational enterprise. By formal and informal teaching, the Librarian and his staff will train students to unlock the treasures contained in library materials, to guide them to instant information on any subject, and to assist students in examining old concepts and in creating new ideas.

(Role of library)

Quality as well as quantity is important in a college library. An adequate book and periodical collection requires years of consistent and systematic buying. The Librarian must serve as the integral force which directs the members of the faculty and library staff toward a consistent, functionally designed goal--a comprehensive collection structured to meet the needs of the college community. Special emphasis will have to be placed on the acquisition of reference materials, indexes, abstracts and related bibliographic tools, as well as standard works in all fields of human knowledge. This task takes on a new significance as the lines of the various academic disciplines become blurred and more interdisciplinary approaches to knowledge are employed. Book selection under these circumstances will provide more dialogue and more productive experiences among faculty members of all disciplines. Enrichment for all will result. The more and varied material that a library can add to its collections and display on its open shelves, the better the educational opportunities become for its users.

Next to the book and periodical collection, the staff is the most important element. The nature and personality of the library staff have serious effects upon library service. A well trained, competent staff, capable of interpreting the collections through reference and research tools is an essential ingredient in any library operation. Further, the staff must be capable of assisting the faculty as well as the students. A good book collection without a competent staff is like a gold mine worked by obsolete methods. Much of the precious ore will remain in the ground.

Like an individual, no library today can afford to be an island unto itself. The library staff must be conversant with new technology media and must be willing to experiment within the limitations of the budget. They must take full advantage of cooperative arrangements, like the Bibliographic Center for Research in Denver, the Associated Colleges of

(Role of library)

the Midwest Data Bank, as well as other inter-library loan and information networks, which enable scholars to have access to a regional, national and global range of materials. They must know and understand the impact which multi-media, computers, and automation will have on libraries of the future as educational resource centers. Most of all, the librarian and his staff must be able to secure the enthusiastic cooperation from the faculty and the administration in order to achieve his goals. Only through team effort can a complex institution such as a college be transformed into a better and more viable one.

###

v